

Creation and Covenant



Knowledge



Skills

Hear:



- The **Creation story** in **Genesis** 1:1-4, 24-26
- The Nicene Creed '**I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible**'.
- Laudato Si' 13

Believe:



- All that is comes from God.
- **God is our Father.**
- God's love and care for humanity is experienced through the beauty and order of Creation.
- **Prayer** is a way we draw closer to God.

Celebrate:



- Praying is a way people draw close to God.
- The **Church prays the Creed and the Our Father** to pray to God and **worship him**

Live:



- God wants us to **love and care for the world** because the world is God's gift to us.
- Caring for the world is one of the ways **we love and care for each other**
- How a community in another part of the world **cares for Creation.**

Understand:



**Recognise** that the story of Creation in Genesis **Retell** this story in any form.  
**Recognise** the Church teaches that all comes from God  
**Recognise** that people can sense God's presence through the awe and wonder experienced in the beauty and order of Creation  
**Recognise** human beings have responsibility for taking care of the world  
**Know** Pope Francis wrote a letter, called Laudato Si'  
**Recognise** prayer is a way of drawing closer to God.

Discern:



**Talk** about God's gift of Creation is shown in the scriptures  
**Explore** art, music, or poetry in my responses.  
**Talk** about why caring for God's world matters to me and my community.

Respond:



**Reflect** on what the words of the Our Father and the opening words of the Creed say to them.  
**Consider** different ways to pray.  
**Enjoy and listen** to stories from different communities and their experiences about how they care for the world.  
**Share** how they can care for God's world.

Vocabulary

God      Father      Creation      Pope Francis  
 Laudato Si'      Our Father      Creed

Images



Creation and Covenant



Knowledge



Skills

Hear:



- **The story of Noah** (Gen 9:7-17).
- 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!'
- **Psalm 139** in praise of God's Creation of each of us and his love for us.

Believe:



- God makes a **covenant (promise)** with Noah to save all living things.
- People in the story of Noah turned away from God and chose to act badly; this is behaviour called **sin**.
- The **Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God**.
- The Christian Bible is split into two parts, **the Old Testament, and the New Testament**.

Celebrate:



- **Psalms are prayers to praise God**.
- Sacraments are **living signs of Jesus' love for all people**.
- **Baptism** is the first sacrament which welcomes people into the Christian family.

Live:



- Ways in which we can show care for God's world (**stewardship**) as part of our care for each other.
- How a baby is baptised in the Catholic Church.

Understand:



**Retell** in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).  
**Know** that psalms are prayed/sung to praise God  
**Recognise** that psalms are a different literary form in scripture.  
**Understand** the term 'stewardship' and what it means for caring for God's world.  
 Correctly **use** religious words and phrases to talk about the Sacrament of Baptism,  
**Know** that the Christian Bible is split into two parts, the Old Testament, and the New Testament.

Discern:



**Respond** to the way God's gift of Creation is expressed in a variety of creative and artistic ways, and **explain** the reason for their response.  
**Express** a point of view about why we care for God's world, making simple **connections** with God's promise  
**Explore** the meaning of symbols used in an infant's baptism in the Catholic Church.

Respond:



**Consider** what they could do to care for God's world in their own lives and in the life of their local community.  
**Reflect** on the gift of Creation (awe and wonder).  
**Reflect** on how actions can help or harm themselves and others and what this could mean for their friendship with God.

Vocabulary

God	Noah	covenant	sin	psalm
sacraments		baptism	Father	Bible
	Old Testament		New Testament	

Images



Creation and Covenant



Knowledge



Skills

Hear:



- the Creation stories use symbolism to **explain the relationship between God, human beings, and the world**
- In the first account of the Creation one day is 'made holy' (Gen 2:3). **Genesis 1:1-2:4**
- '**Creation is the common work of the Holy Trinity**'.
- Psalm 8 or 19 in praise of Creation.
- Laudato Si' 66 and 88.

Believe:



- God is the Creator of the Universe who made everything out of **'free and unselfish love'**
- That all human beings are made in **God's image** and all people have dignity and are created equal.
- Caring for Creation is one of the ways we care for each other.
- Failing to care for Creation is a way people turn away from God's love.
- The dignity of all human beings is one of the principles of Catholic Social Teaching.**

Celebrate:



- Extracts from a psalm of Creation.
- The praise of Creation is expressed in the prayer and Liturgy of the Church (e.g. **a Prayer for our Earth in Laudato Si'**).

Live:



- Ways in which we can show care for God's world (**stewardship**) as part of our care for each other.
- Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.

Understand:



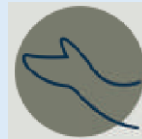
- Remember** the first Creation story from Genesis and the language used to describe how the world was formed.
- Encounter** the belief that human beings are made 'in the image of God' and talk about what this might mean.
- Make simple links** between the first Creation story, that all human beings are created equal, and dignity.
- Describe** stewardship by **making simple links** between Genesis and people's actions today
- Describe** how either a psalm or a prayer they have studied praises Creation.
- Recognise** that human beings are called to have a loving relationship with God, with each other, and with the world.

Discern:



- Imagine** how caring for the world could change the world for the better.
- Think** about how all people should be treated equally and **giving reasons** that relate to the first Creation story
- Wonder** why the author of the first story of Creation suggests a holy day.

Respond:



- Make connections** between people who have not been treated equally and how this felt.
- Wonder** about the blessings of Creation in their own lives. **Reflect** on the prayerful words studied that give thanks for Creation.

Vocabulary

Genesis poetry Creator image and likeness  
dignity equality

Images







Creation and Covenant



Knowledge



Skills

<p><b>Hear:</b></p> 	<p>The story of <b>Abraham</b>, focusing on the following key texts:</p> <ul style="list-style-type: none"> <li>• The call of Abram (<b>Gen 12:1-5</b>)</li> <li>• The Abrahamic covenant (<b>Gen 15:1-6</b>)</li> <li>• Abraham and Sarah (<b>Gen 18:1-15</b>)</li> <li>• Abraham and Isaac (<b>Gen 22:1-18</b>)</li> <li>• (Optional) The story of Joseph, focusing on the following key texts:</li> <li>• <b>Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</b></li> </ul>
<p><b>Believe:</b></p> 	<ul style="list-style-type: none"> <li>• <b>God's covenant with Abraham is the foundation of the faith</b> of the people of the Old and New Testaments: Judaism and Christianity.</li> <li>• <b>Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life.</b></li> <li>• Through living out <b>virtues of faith, hope, and love</b> (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity.</li> <li>• Abraham is a model of how to pray.</li> </ul>
<p><b>Celebrate:</b></p> 	<ul style="list-style-type: none"> <li>• Age-appropriate extracts from <b>prayers of faith in God from the Catholic tradition</b>. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)</li> </ul>
<p><b>Live:</b></p> 	<ul style="list-style-type: none"> <li>• <b>The virtues of faith, hope, and love.</b></li> <li>• The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike.</li> </ul>

<p><b>Understand:</b></p> 	<p><b>Show some understanding</b> of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.</p> <p><b>Retell</b> the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.</p> <p><b>Show an understanding</b> of the story of Abraham and Isaac, <b>recognising</b> the importance of historical context in explaining the meaning of this story then and now.</p> <p><b>Recognise</b> that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</p> <p><b>Show some understanding</b> of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</p> <p><b>Make links</b> between prayers that show trust in God and the virtues of faith, hope, and love.</p>
<p><b>Discern:</b></p> 	<p><b>Describing and explaining</b> the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889).</p> <p><b>Explaining</b> why they think Abraham is seen as a model of prayer.</p>
	<p><b>Consider</b> how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love.</p> <p><b>Reflect</b> on how the virtues of faith, hope and love help them to be a good neighbour.</p> <p><b>Reflect</b> on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.</p>

Vocabulary

covenant Abraham Sarah Isaac Joseph  
 forgiveness virtue faith hope love

Images



Creation and Covenant

 Knowledge 

Skills

Hear:



- The **Moses story**, focusing on the **two key events of the call and the covenant**:
- The Burning Bush (**Ex 3:1-15**)
- The Sinai covenant and the Ten Commandments (**Ex 19:3-8, 20:1-17**)
- Jesus' summary of the law (**Matt 22:36-40**)

Believe:



- **A covenant is a binding agreement between God and human beings**, which makes them his people.
- **God made several covenants** throughout history – **with Noah, Abraham, Moses, and David**.
- God gives the Ten Commandments to help human beings live good and happy lives.
- **That Jesus teaches that the most important commandments are to love God and to love other people.**
- Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: 'We profoundly belong together and are fundamentally dependent on one another'. (YC 321)

Celebrate:



- That sin is the deliberate spoiling of our friendship with God and each < other.
- We can develop habits that will help us accomplish what is good. These habits are called **virtues**.
- **Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God's grace we can enjoy the theological virtues of faith, hope, and love.**

Live:



- Examples of acting with great love (e.g., **Little Way** week shows the importance of doing small things with great love).
- What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds)).

Understand:



**Retell** the Moses story, focusing on the two key events of the call and the covenant.  
**Make links** between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel .  
**Correctly use** developing specialist vocabulary to describe what a covenant is, **recognising** that God made several covenants throughout history.  
**Use** developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.  
**Correctly use** developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.  
**Know** that a virtue is a positive habit that helps people live a good life.

Discern:



Playing with possibilities, **asking questions** about the Ten Commandments.  
**Expressing a point of view** about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.  
**Discussing** what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.

Respond:



**Reflect** on the words and images used to describe Moses' encounter with God.  
**Reflect** on what makes them truly happy.  
**Discuss and dialogue with others** about how rules can help people be happy .  
**Reflect** on their habits and where they could 'grow in virtue' to be better neighbours.

Vocabulary

covenant Moses Exodus  
 Sinai Commandments virtues grace

Images



Creation and Covenant

 Knowledge 

Skills

Hear:



- The **second account of Creation** in **Genesis 2:5-10, 15-23, 3:1-7, 9-13,17-19**
- St John’s gospel prologue **John 1:1-5, 16-18**
- The Nicene Creed ‘**I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible**’.
- Laudato Si’ 66-67

Believe:



- The world is in disarray because humans choose to do evil again and again.
- **In Jesus, God restored humanity’s relationship with him.**
- Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the **Holy Spirit**.
- **Belief in God as sustainer and source of the universe** is compatible with the scientific account of the beginnings of the universe and the theory of evolution.

Celebrate:



- The symbols in the Sacrament of Baptism that point to a Christian’s new life in Christ.
- **The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith.**

Live:



- Many scientists are **Christians** and they do not see any conflict between their faith and science.
- The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69).

Understand:



**Show understanding** of the literary forms found in the text’s studied,. **Simply explain** the Church’s teaching on the purpose of the second Creation story and the purpose of scientific accounts. **Show understanding** of the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation. **Explain** some Christian beliefs about the Sacrament of Baptism. **Use** theological vocabulary to describe and explain the belief that sin damages the relationship with God, with others and with the created world. **Show some understanding** of the Christian belief that in Jesus a new covenant is made. **Describe** the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe.

Discern:



**Articulate** reasons which might lead to judgements different to their own, in response to the claim: ‘belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution’. **Express** a point of view about what the story of the Fall says about human beings and suffering.

Respond:



**Consider** the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. **Reflect** on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment. **Reflect** on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God’s love for all Creation.

Vocabulary

Creation Fall Eden  
evolution baptism salvation

Images

